

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: _____Juab High School_____

District: _____Juab School District_____

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Derrin Owens Sam Prestwich	Seniors of the 2007 class.	College handbooks, Federal applications for free financial aid, District school calendar, Utahmentor web site. Etc. Many resources were used to create the monthly newsletter that we placed in each seniors hand.	September 2006 Thru May 2007	134 students to be affected of the 2007 graduating class.	Pre-assessment = As counselors we have been frustrated to find that scholarship and other deadlines have been missed because of lack of knowledge etc. Post-Assessment = We received numerous comments of effectiveness from students, faculty, parents, administration, and others. Scholarship amts. Indicated in the results data show student attainment.	Due in part to the information we were able to place in students hands in a timely manner we saw the following increases: 2005-07 College scholarship amounts = \$129,533 2006-07 College scholarship amounts = \$274,973 Local Scholarship applications: (The dollar amount is not tied to student achievement) 2005-06 = 37 Senior students applied for local scholarships. 2006-07 = 58 Senior students applied for local scholarships. These figures indicate that more students applied and received scholarships, it also reflects significant achievement gains by our students over the prior year. By the third newsletter of the year we had students coming to the office asking for the latest newsletter so they wouldn't miss anything.	The data tells us that better communication increases student recognition and achievement. This class increased over \$150,000 in scholarship money from the prior year. The data tells us that as counselors we need to find ways to put the latest information and deadlines in the hands of our students. The students have shown what they can do with this information by meeting deadlines and benefiting from accurate and current data.

____M. Richard Durbin____
Principal's Signature

June 6, 2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP –Guidance Activities Results Report Large Group 2006-2007

Counselors: Derrin Owens, Sam Prestwich

For the past few years we have struggled to get important and current information to our senior class students. While trying to communicate with this large group in a consistent and timely manner we have faced a variety of obstacles. Some students are early graduates, therefore they are not on campus, other students have mixed ednet and concurrent enrollment classes making it difficult to meet with 100% success during a class meetings, and a few of our students are still irresponsible etc. It is frustrating as a counselor to meet with students individually or with their parents and hear complaints that they have not been aware of a scholarship, college visit, need for transcript request etc. We have utilized traditional techniques such as school day announcements, email accounts, class meetings etc., but we have not been satisfied with the results.

As a large group data project for the 2006-07 school year we decided to try to solve this problem in an effort to keep all players in the educational world better informed.

We alternated the responsibility to write a monthly or bimonthly newsletter to the senior class. Once all the data was collected for each month and put into the newsletter, we would call seniors to the office and check off their names as they received the newsletter, this helped us insure that each student received the newsletter. If they didn't come when called to the office we would call them individually. If they had graduated early we mailed a copy to them at their residence.

This project helped immensely. The number of complaints or excuses that "I didn't know or wasn't aware" dropped dramatically. As we entered the challenging final months it was reassuring to know that all students had correct graduation information such as class picture dates, practices, transcript request information etc.

This large group project will be an ongoing practice of this office due to the benefits gained for the students and our counseling office staff.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Juab High School

District: Juab School District

Target Group: Students who have earned 2 or more No Grades (NG's) during the quarter.

Target Group selection is based on the following data/information/school improvement goal:

Data collected at the end of the 2005-2006 school year shows that students were in need of intervention.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
To decrease the # of NG's earned during a grading period. Improve study habits and organization skills.	AL: A1 Improve academic self-concept	Meet with students and parents to discuss possible interventions and problem solving solutions, Follow-up with students during the following quarter to provide any needed suggestions and assistance. Give each student the booklet "How To Get Good Grades".	Report of students who earned more than 2 NG's. Correlation meeting between Counselors and Administration to determine assignments of meetings with parents and students. Meet with Special Education teachers to discuss any student who may fall under their umbrella. Provide Counselors, administration, and Special education teachers with "How To Get Good Grades" booklet.	The # of students with 2 or more NG's from quarter to quarter.	September 2006 Thru May 2007	Between 70-90

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